

Content map

Moving On – Unit 11				
Unit 11 Topics	Vocabulary	Structures	CYCLE Structures and Topics	Picaro Games
1 Charlie's morning	New – after, before, break, busy, maths, on, playground, then School	I'm always busy on Tuesday. Before school, I play football in the playground. Then I go to my music lesson.	Adverbs and prepositions of time Present simple	1 Trivia 2 2 Picture story 3 Colour me
2 The project	New – clever, careful, difficult, easy, mistake, slow, 12, 20, 13, 30, 14, 40, 15, 50, 16, 60, 17, 70, 18, 80, 19, 90	How was the maths test today, Charlie? It was easy, Tiny. Oh, you are really clever. I got 80 out of 100.	Numbers 1–100 Adjectives Past simple	1 Gong 2 Maze 3 Comic story
3 Be careful	New – back, gym, hurt, neck, shoulder, stomach Adverbs – carefully, quickly, slowly Action verbs – fall, jump, run Parts of the body – arm, feet, hand, head, leg	Jamal is falling off the box. I didn't look carefully when I jumped on the box, Miss White. What's the matter with your leg?	Body and health Present simple Present Continuous	1 Picture drag 2 Hotspot click 3 Listen and type
4 How do you walk to school? (Review Topics 1–3)	Topics 1–3 vocabulary	Topics 1–3 structures		1 Spelling bee 2 Which picture? 3 Odd one out
5 The shopping list	Determiners – some, any Food – bananas, cheese, coconut, coffee, grapes, onions, pasta, pears, soup, tea Kitchen – chair, cupboard, fridge, table	Have we got any cheese? Yes, there's some cheese in the fridge. There isn't any coffee. There are lots of bananas. There aren't any apples.	some, any Countable and uncountable nouns	1 Pelmanism 2 Where do I belong? 3 Which word?
6 How much are those?	Food – apples, beans, bananas, carrots, coconuts, grapes, onions, peas, pears, potatoes, watermelon Numbers – 20–100 Shopping – coins, gold, market, silver	How much are the apples? They're 25 silver coins each.	Numbers 20–100 Food	1 Sign game 2 Match panic 3 Say the right thing
7 The barbecue	New – barbecue, bottle, bowl, glass, plate Food and drink – chicken, bread, burger, juice, lemonade, milk, sausages, salad, tomatoes	I've got lots of food for my barbecue. Who's got a plate of vegetables?	Present simple	1 Feed the monster 2 Hotspot click 3 Colour me
8 Shopping for food (Review Topics 5–7)	Topics 5–7 vocabulary	Topics 5–7 structures		1 Hangman 2 Spot the difference 3 Jumbled sentence
9 In the jungle	New – above, ground, jungle, near, opposite Animals – crocodile, hippo, lizard, monkey, snake, parrot, tiger Jungle words – flower, leaves, river, plant, tree Prepositions – below, behind, between, in front of	The monkey is in the tree, above the tiger. The crocodile is behind the hippo.	Prepositions of place Present simple	1 Gong 2 Where do I belong? 3 Cloze
10 A walk at night	afraid, black, little, fall over, flew, something Night time vocabulary – dark, moon, night, star, walk Jungle animals – bat, tiger	There are lots of stars and there's the moon. He isn't climbing a tree. He's looking at the moon.	Animals The world around us Present continuous	1 Pelmanism 2 Yes or no 3 Comic story

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11 What was the weather like?	Days of the week Weather – cloudy, rain, rainbow, sunny, windy	What was the weather like in the jungle? On Monday it was very hot and sunny. It's usually very hot in the jungle.	Weather Days of the week	1 Whack 2 Which day? 3 Which picture?
12 My jungle poster (Review Topics 9–11)	Topics 9–11 vocabulary	Topics 9–11 structures		1 Matching game 2 Spelling bee 3 Which picture?
13 In the bathroom	New – shower, toothbrush, towel Bathroom – bath, boat, brush, cupboard, open, teeth, toy duck, wash, window	Vicky and Ben are brushing their teeth. There are two pink towels on the floor. The red duck is fatter than the yellow duck.	The home	1 Snap 2 Yes or no 3 Colour me
14 Up and down	all, flat, lift, noise, parents, Adjectives – angry, bored, loud, quiet Rooms in a house Prepositions – inside, outside, up, down, into	Dan and Grace were bored because it was raining and they had to stay inside. “Go outside!” said Katie. They're going up and down in the lift.	Present simple Present continuous Past simple Prepositions Adjectives	1 Gong 2 Picture story 2 3 Jumbled sentence
15 Grandma and grandpa	Grandma, Betty, Grandpa, George, video can & could for ability Verbs – catch, climb, dance, hop, jump, kick, run, skip, sing, throw	My grandma is called Betty. I could dance all night when I was young. Now you can't dance. But you can make wonderful chocolate cake!	is called Can('t) for ability Could for past ability	1 Gong 2 Comic story 3 Which word?
16 What are they doing? (Review Topics 13–15)	Topics 13–15 vocabulary	Topics 13–15 structures		1 Hangman 2 Trivia 2 3 Odd one out
17 On the farm	difficult, easy, fell off, trip Days of the week Farm – countryside, cow, farm, farmer, field, goat, grass, horse, milk (verb), sheep, sheep dog, river	It was my first time on a farm. On Tuesday we rode a horse around the farm. It was difficult. Teeny fell off!	The world around us Days of the week Past simple	1 Matching game 2 Which day? 3 Listen and type
18 At the factory	New – homework, factory, grass, internet, lorry, mix, supermarket, website	I have to write about making cheese for my homework. First the cow has to eat a lot of grass. Then the farmer milks the cow.	Present simple General vocabulary	1 Matching game 2 Cloze 3 Odd one out
19 Yuki's dream	New – awake, dream, dressed up, everyone, famous, movie star, nightdress, pretty, put on, take off, tired beautiful, dress Verbs – call, carry, go, is (to be), love, shout, sing, write	Yuki was tired. She dreamed she was a famous movie star. She sang lots of songs. She wasn't famous. She was wearing her pink spotted nightdress.	Regular and irregular verbs (past tense)	1 Tic tac toe 2 Picture story 2 3 Spot the difference
20 What did they do? (Review Topics 17–19)	Topic 17–19 vocabulary	Topic 17–19 structures		1 Snap 2 Say the right thing 3 Feed the monster

Topic 3 Be careful

Objective:

By the end of the lesson the children will be able to (1) use the present simple and present continuous tenses with confidence, (2) use some adverbs and (3) use vocabulary related to health and body.

Key language:

back ★ gym ★ hurt ★ neck ★ shoulder ★ stomach

Adverbs – carefully ★ quickly ★ slowly

Action verbs – fall ★ jump ★ run

Parts of the body – arm ★ hand ★ head ★ feet ★ leg

Language model

There are seven people in the school gym. Jamal is falling off the box. Zoe is running very quickly around the gym.

Jamal, why did you fall off the box? I didn't look carefully when I jumped on the box, Miss White.

What's the matter with your leg?

Presentation

What are they doing?

Focus on the Student's Book picture in the task and elicit the different action verbs using the present continuous, e.g. "What's Jamal doing?", "Who's jumping?".

– Student's Book p.8–9

Write the answer.

Elicit the first answer from the class and model writing it in the correct place. Put the children into pairs to complete the task. Monitor and assist then do open-class feedback by asking each question and eliciting the answer.

– Student's Book p.8–9

– Pencils or pens

Who gets hurt? Write the name.

Explain the meaning of 'hurt'. Then ask the children to look again at the scenes and say who gets hurt. Elicit the spelling of 'Jamal' before asking them to write it. If time allows, encourage the children to tell you why they think he gets hurt (not jumping carefully).

– Student's Book p.8–9

– Pencils or pens

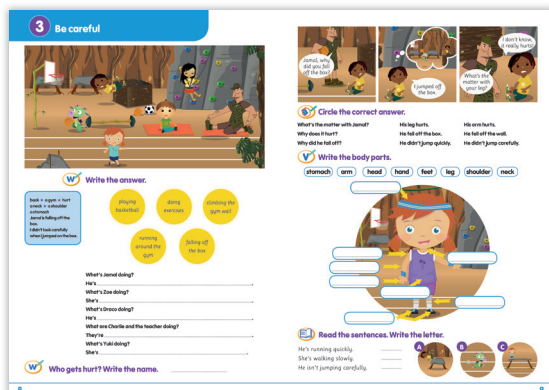
Picaro games

Today's games on www.picaroworld.com:

- 3.1 Picture drag
- 3.2 Hotspot click
- 3.3 Listen and type

You can find game descriptions on pages 52–55 of this book.

Student's Book



STUDENT'S BOOK P.8–9

Practice

Key activities

Circle the correct answer.

Read the dialogue with the class. Then ask volunteers to act out the roles. When they have done this several times, put the children into pairs to complete the task. You may need to clarify ‘fell off’ and ‘why’ before you do this. Encourage the children to provide extended feedback by saying “His leg hurts because he fell off the box.” This is a good opportunity to clarify how to use ‘why’ and ‘because’.

- Student’s Book p.8–9
- Pencils or pens

Write the body parts.

Briefly review body parts by doing some TPR (Total Physical Response), e.g. touch your arm, touch your left leg, and touch your shoulder three times and name the body parts as you do it. Instruct the children to complete the task in pairs then do open-class feedback.

Let’s talk

Ask the children to tell you about activities that they do quickly, slowly or carefully, e.g. running quickly, eating slowly and writing carefully.

- Student’s Book p.8–9
- Pencils or pens

IWB tip: Source some typical games for the ‘Let’s talk’ task and get the children to tell you what parts of the body are used. For example, skipping (legs and arms), jumping (legs) or playing tennis (arm and legs).

Picaro games

The children play Picaro games 3.1, 3.2 and 3.3 to practise today’s language.

- www.picaroworld.com
- Computers

Optional practice activities


Choose one or more suitable activities for your class to complete the practice element of your lesson:

Creative learning

Divide the children into groups of four. Get the children to invent some instructions for an exercise that their classmates can do in class. You may need to give some example verbs they can use or instructions such as “Move your legs slowly then touch your head.” and “Stand on one foot then touch your arm.” When they are ready, ask groups to give instructions for the others to follow.

Downloadable activity

Put the children into pairs. Hand out the be careful worksheet and ask them to answer the questions by choosing the correct words from the box above. When finished, do open-class feedback.

- Be careful worksheet 
- Pens or pencils

Language extension

Write the vocabulary from this lesson (see key language) on the board and ask the children to choose a word and create a sentence around it.

Consolidation

Read the sentences. Write the letter.

Put the children into pairs to complete the task. Monitor and assist then do open-class feedback.

- Student’s Book p.8–9
- Pencils or pens

If time allows, do another TPR activity. Tell the children to choose one of the avatars and ask the rest of the class to follow the instruction in the style of that avatar, e.g. “You’re Zoe, you walk slowly.”



Teaching tips

- Integrating TPR (Total Physical Response) into your lessons allows the children to do more kinaesthetic task types and release energy.